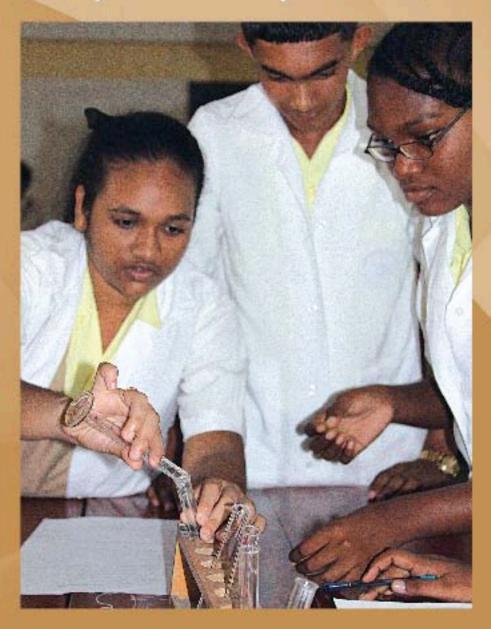


Caribbean Certificate of Secondary Level Competence (CCSLC®)



HANDBOOK FOR SCHOOL ADMINISTRATORS AND PRINCIPALS

Our Vision

To assure the global human resource competiveness of the Caribbean through the provision of quality assurance in education and comprehensive certification.

Our Mission

To provide the region with:

- syllabuses of the highest quality; valid and reliable examinations and certificates of international repute for students of all ages, abilities and interests;
- services to educational institutions in the development of syllabuses, examinations and examinations' administration, in the most cost-effective way.

Contents

Introduction	3
How is the CCSLC Programme Designed?	4
Eligibility for Award of the CCSLC Certificate	5
Standards and Assessment Procedures for Locally-Developed and Certified Programmes	7
Management and Quality Assurance	7
Expected Outcomes	7
Requirements	7
Management	
Guidance	9
Information Required by CXC1	0
Assessment of the Programme	0
Reporting CCSLC Results10	0
Certification1	0
Registration1	1
Frequently Asked Questions	1





Introduction

The Caribbean Certificate of Secondary Level Competence (CCSLC*) programme is a programme developed by the Caribbean Examinations Council (CXC*) as the foundation Competency-Based Education Training and Assessment (CBETA) qualification in the secondary system. Structured to represent the integration of knowledge, competencies and affective qualities critical to the dynamics of lifelong learning, global competitiveness and sustainable development in the region, the programme responds to the changing demands of education.

CBETA is built on the philosophy that "almost all learners can learn equally well if they receive the kind of instructors they need". To make this philosophy work, CBETA requires significant changes in the development and the administration of modularised/unit-based programmes. Although technical vocational education has always been concerned with the practical demonstration of skill, CBETA places a new and systematic emphasis on this principle. In this approach, the systematic development and delivery of the training is guided by five essential elements:

- The competencies to be taught are identified by experts.
- The programme allows each learner to have the opportunity to develop and to be evaluated on the competencies achieved.
- Assessment of competency is not only based on knowledge and attitude but primarily on the actual **demonstration** of the competency.
- Competency standards are used as the basis for assessing achievement and students should be aware of them.
- Students' progress through the programme is demonstrated by the attainment of specified competencies.

CBETA also dictates a change in the role of the teacher. This changes from that of the conventional information-giver to that of a resource person. Hence, the students will have more responsibility for their own learning and progress. This kind of student involvement is critical to CBETA. The key elements of CBETA are:

- How the programme operates
- The role of the teacher
- The responsibility of the student
- The standards that are to be attained
- How and when competencies will be assessed.

CBETA is now being used as an international vehicle for driving educational reforms.

How is the CCSLC Programme Designed?

The **CCSLC** programme is designed to certify the **knowledge**, generic **competencies**, **attitudes and values** that all secondary school leavers should have attained.

A. Knowledge

Students who successfully complete this programme would have achieved:

- a foundation for further education and training;
- expanded opportunities for entry-level employment;
- opportunity to articulate with other programmes such as the Caribbean Secondary Education Certificate (CSEC*) programme and Technical Vocational Education & Training (TVET).

B. Competencies

Achievement of **CCSLC** certification will attest that the candidate has acquired competencies such as:

- Oral and Written Communication
- Mathematical Literacy
- Problem Solving
- Critical Thinking
- Informed Decision Making
- Management of Emotions
- Working in Groups
- Managing Diversity and Change
- Handling Conflict
- Development of Positive Self Concept
- Social and Citizenship Skills

C. Attitudes & Values

The **CCSLC** programme will certify that candidates have successfully adopted a range of fundamental attitudes and values, including:

- a positive image of self, family, community, region and the world;
- respect for others irrespective of age, class, creed, gender, ethnicity, physical abilities or nationality;
- a dislike for violence in all its forms, and commitment to settle disputes through arbitration and conciliation;
- the capacity to understand that individual freedom is consonant with the acceptance of personal responsibility for one's own actions;
- commitment to ethical and moral societies that recognise equality of opportunity, freedom of expression and association, and the right to fair judicial process.

Eligibility for Award of the CCSLC Certificate

A candidate will be awarded the **CCSLC** certificate if he/she, over a **period of up to five years after the first sitting**, successfully completes a minimum of five subjects selected as follows:

- Two compulsory subjects for which syllabuses were specifically developed by CXC for this programme - English and Mathematics.
- 2. Three subjects from any group or combination of groups listed below:
 - (i) The following subjects for which syllabuses were specifically developed by CXC for this programme:
 - Integrated Science
 - Modern Languages: French or Spanish
 - Social Studies.

CSEC, TVET and Business Studies Programmes - Grades I, II, III, IV:

- Agricultural Science
- Building Technology
- Clothing and Textiles
- Economics
- Electrical and Electronic Technology
- Electronic Document Preparation and Management
- Food and Nutrition
- Home Economics: Management
- Information Technology
- Mechanical Engineering Technology
- Office Administration
- Principles of Accounts
- Principles of Business
- Technical Drawing
- (ii) **CSEC** Creative and Expressive Arts Grades I, II, III, IV:
 - Music
 - Physical Education and Sport
 - Theatre Arts
 - Visual Arts
- (iii) TVET and other programmes certified by other boards, for example, City and Guilds, Heart Trust/NTA (Jamaica) and Royal College of Music.
- (iv) TVET Level 1 programmes available in the region, for example, Beauty Culture, Auto Mechanic, Cabinet Making and Hospitality.
- (v) Locally-developed and certified programmes.

CCSLC -

A STRONG FOUNDATION

2 COMPULSORY SUBJECTS:



3 OPTIONS FROM ANY GROUP:

CCSLC English Other CCSLC Subjects

- Integrated
 Science
- French or Spanish
- Social Studies

CCSLC Maths CSEC TVET
- Business
Studies
G I-G IV

CESEC Creative Arts G I-G IV

CCSLC offers an inclusive framework to embrace a holistic cluster of knowledge, skills and competencies

TVET from other Boards

- City & Guilds
- Dutch VMBO
- Royal College of Music

CVQ Level I

Locally-Developed Programmes

- Citizenship Education
- Community Service

Standards and Assessment Procedures for Locally-Developed and Certified Programmes

The programme for the award of the **CCSLC** certificate allows candidates to take subjects that have been developed, examined and certified locally. The criteria for the inclusion of these subjects in the transcript are outlined below.

Management and Quality Assurance

All documents detailing the subject area, its standards, tasks, scoring details and the operational arrangements for the delivery of the subject area must be submitted.

The management and assessment of these programmes will be done locally. However, **CXC** reserves the right to request samples of standards, tasks, scoring rubrics and students' work for quality assurance purposes.

Expected Outcomes

The local programme developed should explicitly state the expected outcomes for each student.

Requirements

Assessment of a subject should be based on a product that may be a piece of written work, drawings, models with explanatory text, photographs with labels, audio or video recordings with transcripts, or other artifacts. The product should combine two or more of the modes of presentation identified above. In addition to the time spent acquiring the desired key skills, attitudes and behaviours related to each elective, the entire assessment component should require a minimum of 36 hours.

The product should be based on tasks undertaken by the students under the guidance of a teacher or a "mentor" recognised by the school.

Students may submit "hand-made" products (that is, handwritten text, hand-drawn sketches and illustrations or hand-made models) or may use technology to produce, illustrate or enhance their submissions. Submissions should, however, exclude samples of dangerous and illegal materials and should conform to accepted good practice for handling potentially harmful substances.



Management

The student should spend at least 36 hours during a school year engaged in activity associated with the assessment.

The allocation of 36 hours provides time for:

- teachers to explain to students the nature and scope of the tasks required to be undertaken by each student;
- discussions between teachers (or mentors) and students on various aspects of the subject area and tasks;
- students to undertake related tasks including making notes or diary accounts, collecting and evaluating data, and constructing artifacts.

Guidance

Students should be aware that work they present for assessment of the subject area should be their own. Any material, for example, tables, photographs and diagrams reproduced from other sources, and material and information downloaded from the Internet must be properly acknowledged.

Students are expected to consult their teachers, mentors, parents, peers and any other accessible resource persons or critics as they work on the tasks.

Students should be encouraged to clearly state the source of any information or opinions or ideas, and to agree or disagree with these.

NOTE:

Many of the areas under this component may require a non-classroom element conducted by a "mentor", and involve a flexible approach to teaching and learning. Some significant features of this approach are:

- Strong support for student activities should be available.
- More resources are needed for non-classroom elements.
- Students are expected to work outside their usual comfort zone (of being under their own teacher's control).
- A variety of teaching, learning and assessment methods is appropriate and should be encouraged.

Information Required by CXC

In order for these subjects to be eligible for use towards **CCSLC** certification, a candidate must achieve at least competence/a pass in the subject. At the time of application for the **CCSLC** award, the school/centre must inform **CXC** of the subject area(s) that each student has satisfactorily completed and their levels of achievement.

Assessment of the Programme

Assessment comprises two components:

1. Teacher Assessment

The Teacher Assessment is both formative and summative. A summative task must be administered to candidates at the end of each module. The marks obtained must be submitted to **CXC**. This mark contributes 50 per cent of candidates' overall score for the subject.

2. External Assessment

This consists of an external examination administered by **CXC**. It contributes 50 per cent of candidates' overall score.

The combination of Summative Assessment Score and External Assessment Score constitutes the candidate's **Composite Score**.

Reporting CCSLC Results

A **result slip** is issued after every sitting of subjects developed by **CXC**. It states the subject and grade attained by the candidate for each subject attempted.

Certification

The **CCSLC** certificate will be awarded after a candidate achieves a minimum of "Competent" in five subjects within a five-year period.

Composite Score	Grade
75 – 100	Master
50 – 74	Competent
0 – 49	Developing Competence

Candidates must attain a grade of "Competent" or above in five subjects to be awarded a certificate which is jointly conferred by **CXC** and the local Ministry of Education.

CXC offers six subjects – English, French, Integrated Science, Mathematics, Social Studies and Spanish – at the **CCSLC** level. The local Ministry of Education is responsible for the verification of any other offerings obtained by the candidate and the notification of these offerings to **CXC** via a prescribed data file.

Registration

Registration is no later than 31 January for examinations in June of the same year.

Frequently Asked Questions

Why a new secondary-level programme and examination from CXC?

CXC has developed this new secondary-level programme in response to a need express by policy makers and educators across the region for a secondary-level programme, examination and certification that will meet the needs of students with a wide range of abilities.

2. How is this new programme different from the Basic and General Proficiencies?

This programme is different from the Basic and General Proficiencies in its philosophy and orientation since it is based on a core of knowledge, skills, attitudes and values that all secondary school leavers should have. It focuses on mastery of competencies which is reflected in the assessment procedures and the format of the performance reports.

3. To whom is the programme targeted?

The core programme incorporates the skills, abilities, attitudes and values that <u>all</u> secondary schools leavers should have. The programme is very flexible and makes provision for students of a wide range of abilities. Students may qualify using subjects from a variety of sources and may enter for one or more **CCSLC** subjects at a sitting. Students will be assessed when they have demonstrated readiness and will, therefore, be able to take the **CCSLC** examinations at different stages of secondary school.

4. How is the programme structured?

The programme has two parts – a core of **CCSLC** Mathematics and English and several options from which candidates must choose, and an additional three subjects. These other options span available **CSEC** Business, Arts and TVET subjects; four other syllabuses developed specifically for the CCSLC programme; regionally-available TVET level programmes; some programmes from other boards; and locally-certified enrichment programmes.



5. What is the role of teacher assessment in the programme?

The assessment approaches outlined in the available six **CCSLC** syllabuses comprise teacher assessment and an external assessment. The teacher's assessment is both formative and summative. The emphasis is on mastery of competencies, therefore, the teacher is encouraged to provide much opportunity for the students to acquire the competencies identified in any given module. For the summative assessment at the end of each of the five modules, the syllabuses give a generic task and a scoring rubric or mark scheme. The teacher is encouraged to administer the summative assessment only when the students are ready for assessment on that module.

6. How will the teacher assessment be used for the CCSLC syllabuses?

Teachers will combine the mark received for the summative assessment at the end of each of the five modules and **submit the marks from each module to CXC**. While no samples must be submitted, **CXC** reserves the right to ask teachers, on a random basis and in consultation with Ministries of Education to submit samples of students' work. Teachers are therefore advised to keep samples of students' work. Students' work may be stored electronically.

- 7. What is the nature of the external assessment for the CCSLC syllabuses? The external assessment will be administered by CXC and will comprise 50 Multiple Choice questions for each subject.
- 8. How much time is allowed for a candidate to obtain the CXC certification? Candidates must complete the programme within three years of registering for the first subject(s). However, only qualifications gained after 2006 would be eligible for consideration.

9. How will performance on CCSLC courses be reported?

CXC will combine the Teacher Assessment mark and the External Assessment mark to give a composite score. A candidate with a composite score of 75 to 100 per cent will be certified "Master"; 50 to 74 per cent, "Competent"; and below 50 per cent "Developing Competence". Each candidate will receive a pre-slip statement after each **CCSLC** examination has been completed.

To employers – the CCSLC presents the advantage of a critical investment in human resource development by the Caribbean Examination Council. This bold step has been long awaited by employers and the Jamaica Employers Federation takes the opportunity to applaud the move. The education and development obtained via the CCSLC will lead to the enhancement of social skills and a better understanding of the world of work and business by potential employees. A by-product of this will ensure that entry-level employees are equipped with the necessary interpersonal skills that will increase trainability and employability.

Mrs. Jacqueline Coke-Lloyd, Executive Director of the Jamaica Employers Federation speaking at the launch of the CCSLC in Jamaica, February 2007

Thousands of our young people will now be given the opportunity to access training or will be given the base that is necessary to build on for further education and for lifelong learning to take place.

The Jamaica Teachers' Association fully and unconditionally endorses this new examination and pledges the full support of our members.

Hopeton Henry-President of the Jamaica Teachers Association at the launch of CCSLC in Jamaica, February 2007

10. Is there a limit to the number of subjects which may be done?

There is no limit to the total number of subjects that may be done. However, five subjects must be included to satisfy the minimum criteria. Additionally, all programmes must satisfy the standards and assessment procedures defined by **CXC** in the criteria provided to Ministries of Education. The assessment of all locally developed programmes will be done at the national level.

11. How will achievement on the CCSLC programme be reported?

Candidates who successfully complete the **CCSLC** Mathematics and English courses and three other eligible courses must apply through their local Ministry of Education for the **CCSLC** certificate.

This certificate will be jointly awarded by **CXC** and the local Ministry of Education. Students will also receive from the local Ministry of Education, a transcript which will include details from **CXC** pre-slips and information on locally-certified subjects.

12. How does the CCSLC programme articulate with existing programmes?

In creating **CCSLC** syllabuses, the panels took into consideration programmes developed at the national levels. The **CCSLC** syllabuses, which are competency-based, map seamlessly onto existing programmes, including those based on syllabuses for the **CSEC** programme. The **CCSLC** programme therefore articulates with existing programmes.

13. Will special teacher training be required?

No special teacher training is required. The syllabuses provide detailed guidance for the delivery of the programmes. Each syllabus provides, for each objective, subject content and a variety of suggested teaching/learning and assessment strategies.

14. How does this programme prepare persons for employment?

In the development of the syllabuses, the panels incorporated content, competencies, attitudes and values that are required for the work place. For example, emphasis is placed on written and oral communication and the requirements and indicators of good work ethic. In addition, **CXC** is continuing its consultations with employers to ensure that the syllabuses are appropriate for preparing students for entry-level employment.

15. Can a candidate resit the CCSLC examinations?

Resit candidates must complete Papers 01 and 02 of the examination for the year for which they re-register. Resit candidates who have earned 50% of the MODERATED score for the Teacher Assessment (Paper 02) may elect not to repeat this component, provided they re-write the examination no later than the year following their first attempt. The scores for the Teacher Assessment can be transferred once only, that is, to the examination immediately following that for which they were obtained.

Resit candidates who have obtained less than 50% of the MODERATED scores for the Teacher Assessment component must repeat the component at any subsequent sitting. Resit candidates must be entered through a school or other approved educational institution.





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